



General Certificate of Education

Applied Business 8611/8613

**BS05 Business Communication and
Information Systems**

Mark Scheme

2010 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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	Assessment Objectives
	The Assessment Objectives represent those qualities which can be demonstrated in candidates' work and which can be measured for the purposes of assessment.
AO1 Knowledge, skills and understanding	Candidates demonstrate knowledge and understanding of the specified content and relevant business skills.
AO2 Application of knowledge, skills and understanding	Candidates apply knowledge and understanding of the specified content and relevant business skills.
AO3 Research and analysis	Candidates use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.
AO4 Evaluation	Candidates evaluate evidence to reach reasoned judgements.
Quality of Written Communication	<p>The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:</p> <ul style="list-style-type: none"> • select and use a form and style of writing appropriate to purpose and complex subject matter • organise relevant information clearly and coherently, using specialist vocabulary when appropriate • ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear. <p>The assessment of the quality of written communication is included in Assessment Objective 4.</p>

1

Total for this question: 20 marks

(a) (ii) Calculate **Total Sales** in 2008 and 2009 by copying the formula from 2007. (1 mark)

1 mark if correct **Total Sales** shown for 2008 and 2009.

Annual Sales 2007 to 2009 (£)				
Year	Ashford	Maidstone	Tonbridge	Total Sales
2007	49510	50090	70090	169690
2008	55780	52390	71950	180120
2009	44300	51950	47560	143810

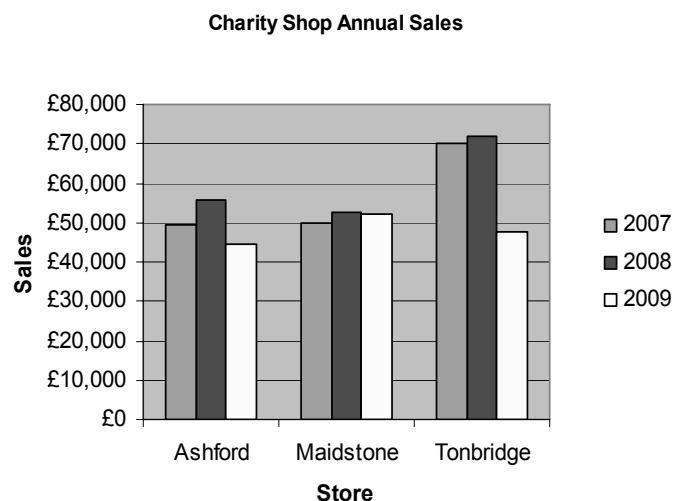
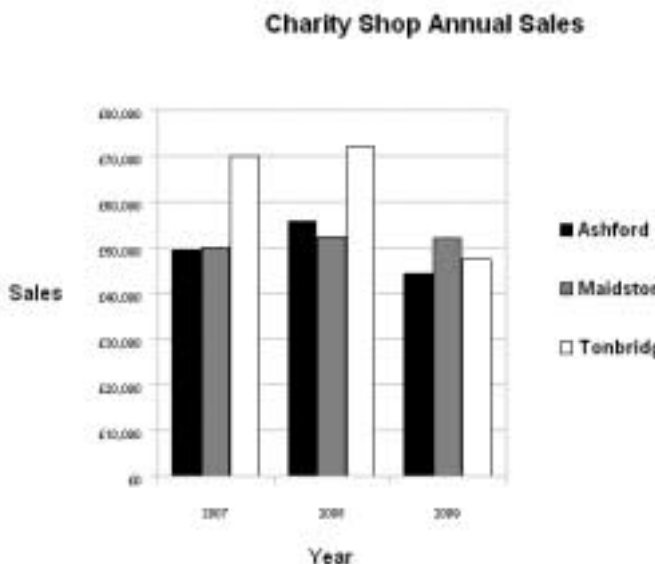
(a) (iii) Format the **Total Sales** data to display as £ with no decimal places. (2 marks)

- 1 mark for displaying £ symbol in **Total Sales** cells
- 1 mark for displaying no decimal places in **all sales cells** (note: comma before 000s may or may not be present).

Annual Sales 2007 to 2009 (£)				
Year	Ashford	Maidstone	Tonbridge	Total Sales
2007	49,510	50,090	70,090	£169,690
2008	55,780	52,390	71,950	£180,120
2009	44,300	51,950	47,560	£143,810

(a) (v) Produce a bar chart showing the sales of each shop for 2007, 2008 and 2009. The bar chart should have a suitable **title**, a **legend** and **axis labels**. (5 marks)

- up to 3 marks for suitable title (1 mark), legend (1 mark) and axis labels (1 mark)
- 1 mark for producing a complete bar chart containing bars for three charity shops over three years, by shop or by year
- 1 mark for producing an accurate bar chart reflecting the data produced in 1(a)(iii) (OFR applies).



(b) (ii) Write a report on the sales performance of the charity shops in 2009 compared with 2007 and 2008. Use the information contained in the spreadsheet you saved in 1(a)(iv). Your report should include the bar chart you created in 1(a)(v). (6 marks)

- 1 mark for inserting bar chart
- 1 mark for appropriately completing To, From, and Date sections
- up to 2 marks for **describing** the change(s) in sales, eg total sales have declined (1 mark) and each charity shop has seen a fall in sales (1 mark)
- up to 2 marks for analysing the **comparative** sales performance of the charity shops, eg the Tonbridge branch has suffered the most from declining sales (1 mark) with a substantial fall in sales compared with the 2008 and 2007 figures (1 mark).

(c) (ii) Format the text to provide a poster that encourages local business employees to donate one item of quality clothing. You should:

- update the text with the correct information
- insert an appropriate logo and at least **one** appropriate electronic image
- consider layout, font type and emphasis of the text. (6 marks)

- 1 mark for an appropriate logo
- up to 2 marks for use of appropriate image(s):
 - 1 mark for appropriateness of image
 - 1 mark for placement/flow of text
- up to 2 marks for use of font type (1 mark) and emphasis (1 mark)
- 1 mark for inserting an appropriate name **and** 'Rescue Me'.

2**Total for this question: 20 marks**

(a) <i>Explain how the Stock database could be used to ensure that each charity shop has a good range of 'star items'.</i> (8 marks)
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Level	Descriptor	Marks	Assessment Objective
3	Identifies problem of stock imbalance and explains how <i>Rescue Me's</i> stock database could be used to solve this problem.	8–6	AO3
2	Explains possible function(s) of <i>Rescue Me's</i> stock database.	5–3	AO2
1	Describes general functions of a database or general purposes of a database.	2–1	AO1

Relevant answers might include the following:

- problem of stock imbalance, eg Tonbridge branch persistently has good quality stock whilst Ashford branch is always low on good quality stock
- stock database could solve this problem if it was used on a regular basis and reports were shared:
 - each database could be used to produce a report of items above a certain price, or marked as a certain quality
 - in addition, each database could produce reports structured by item of clothing and sub-sorted by quality
 - reports would have to be shared, eg by sending all reports to Anita by email.

(b) *To what extent is effective communication important to the success of Rescue Me's charity shops? Use **Item B** to justify your answer.* (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses the effectiveness of communication currently demonstrated by volunteers and/or shop managers.	7–6	AO3
2	Explains the positive or negative aspect(s) of communication demonstrated by volunteers and/or shop managers.	5–3	AO2
1	Demonstrates understanding of effective communication.	2–1	AO1

Relevant answers might include the following:

- lack of communication between shop managers has already caused problems – sales may well have suffered due to the imbalance in stock held by each shop. Effective communication between shop managers would seem to be vital, eg sharing weekly reports, sharing ideas on shop layouts and promotional activities
- part-time nature of shop manager position could cause problems, eg not always on hand to deal with volunteers who are failing to deal effectively with customers
- the charity shops are there to support the activities of the charity: disappointing that volunteers seem to lack knowledge of, or interest in, the charity's aims.
- communication skills of volunteers vital to the success of each charity shop – poor verbal and non-verbal communication is not likely to help sales
- effective communication essential to ensure that the charity shops have:
 - the right stock
 - informed customers
 - good sales.

In addition (and separately) award marks for evaluation using the grid below.

Level	Descriptor	Marks	Assessment Objective
E2	Justifies, using Item B , the extent to which effective communication is important to the success of the charity shops. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	5–3	AO4 and Quality of written communication
E1	Demonstrates some judgement when considering the importance of communication. Ideas are communicated with some structure evident with occasional use of technical terms. There are noticeable errors in accepted conventions of written communication.	2–1	

3**Total for this question: 20 marks**

(a) <i>Explain why uploading training videos to the YouTube website could be an appropriate information system for Rescue Me's charity shops (lines 5 to 6). (8 marks)</i>
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Level	Descriptor	Marks	Assessment Objective
3	Explains the why the proposed information system is appropriate by considering the type of information to be stored or the purposes of the information system.	8–6	AO3
2	Explains a benefit(s) of the proposed information system.	5–3	AO2
1	Describes a general benefit(s) of information systems.	2–1	AO1

Relevant answers might include the following:

- type of information is quite complex - a mixture of visual (to show the item) and aural/written (to describe the features of the item)
- system should be distributed – three charity shop sites – and would require an ability to quickly update the system
- use of *YouTube* site allows presentation of audio-visual material and would allow Oliver and Katrina to quickly update the videos
- volunteers would have easy access to the site and the videos, either at work or at home
- use of *YouTube* to market the charity and its shops.

(b) Using **Item C**, how should Katrina communicate with the groups shown in **Figure 2** above? You should consider:

- the communication methods and media used
- the priority of communicating with each group

Justify your answer.

(12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses Figure 2 when explaining appropriate communication method(s) or media.	7–6	AO3
2	Explains a valid communication method(s) or media in context.	5–3	AO2
1	Demonstrates understanding of communication methods or media.	2–1	AO1

Relevant answers might include the following:

Priority

- vital to contact suppliers as soon as possible in order to control costs and to secure a suitable venue
- fashion show cannot go ahead without involvement of the fashion students – seems quite vital to communicate with them at the earliest opportunity
- once the details of the fashion show have been decided, then Katrina can communicate with the Media, *Rescue Me* staff and consider the best way of attracting a suitable audience.

Methods and media

- should be suitable for the intended audience, eg less formal with the fashion students (possibly verbal, such as a meeting); more formal with suppliers (possibly written, such as a letter)
- should take into account the nature of the communication, eg face-to-face when communicating with *Rescue Me* staff (to enthuse and/or reduce any anxieties they might have); electronic mail or telephone when contacting the media (to ensure, for example, that the message has been received and to encourage feedback).

In addition (and separately) award marks for evaluation using the grid below.

Level	Descriptor	Marks	Assessment Objective
E2	Justifies, using Figure 2 , the priority of communications, the method or media proposed. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	5–3	AO4 and Quality of written communication
E1	Demonstrates some judgement when considering communication priority, method or media. Ideas are communicated with some structure evident with occasional use of technical terms. There are noticeable errors in accepted conventions of written communication.	2–1	